

**LOS ANGELES POLICE DEPARTMENT**  
**Firearms Shotgun Slug Basic**  
**1850-32062**

**Instructional Goal:** To provide the student with the knowledge and training necessary to safely manipulate the Remington 870 shotgun and qualify with slug ammunition.

**Performance Objectives:** Using lecture, group discussion, learning activities, practical application and testing, the student will:

- ❑ Demonstrate the knowledge, skills and ability to safely manipulate the Remington 870 shotgun
- ❑ Review and discuss Department policy, legal issues, and use of force options that are applicable in a use of force case study
- ❑ Pass a written examination relating to the shotgun and slug ammunition
- ❑ Shoot a qualifying score on the Department's 20-round Slug Ammunition Qualification Course. The minimum qualifying score is 280 points (70%) out of a possible 400 points.
- ❑ The student will demonstrate an understanding of how our Department's guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force, and Officer Safety.
- ❑ By the conclusion of the training, students will understand how the application of this training is in keeping with our Department's UOF police, philosophy, and tactical planning.

**References:** Instructors, facilitators and training supervisors shall ensure that current references are utilized

This course provides updated legislative content of Penal Code Section 835a

**I. SLUG AMMUNITION COURSE OVERVIEW**

**(60 min)**

**A. Introduction**

1. Instructor (s)
  - a) Name, Assignment
  - b) Experience
  - c) Distribute POST and Safety roster
2. Brief overview of the training schedule
3. Overview Safety Policy <sup>1</sup> **(PSP I a)**

**B. DISTRIBUTE:** Handout "Slug Ammunition Course Handout"

1. Overview the handout and ensure to address the key points
2. Slug Ammunition Course Requirements
  - a) The student must already be trained and certified to operate a Remington 870 shotgun.
  - b) The student shall pass a written test with a minimum score of 70%.
  - c) The student shall pass the Department Slug Ammunition Qualification Course with a minimum score of 70%.
  - d) Upon successful completion of this transition course, the officer will be issued five rounds of slug ammunition and then may carry it in a spare ammunition carrier (e.g. butt cuff) to be deployed in the field

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<sup>1</sup> CA POST EDI, Firearms Shotgun Slug, Basic Safety Policy 1850-32062

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- e) To remain certified to utilize shotgun slugs in the field, the student must qualify during regular slug ammunition qualification/recertification cycles with slug ammunition.
- f) A serious violation of any safety rule is grounds for immediate removal from the class.

**C. GROUP DISCUSSION:** The Four Basic Firearm Safety Rules

Purpose: To review the Four Basic Safety Rules by causing the student to think about and consider their importance and application on the range as well as in the field.

**Procedures:** Large group discussion

1. Conduct an open discussion that will cause the student to review and think about the importance of the Four Basic Firearm Safety Rules
  - a) All guns are always loaded.
  - b) Never allow the muzzle to cover anything you are not willing to shoot.
  - c) Keep your finger off the trigger until your sights are aligned on the target and you intend to shoot.
  - d) Be sure of your target
2. Consider asking the class questions about the application of the Four Basic Firearms Safety Rules and solicit their responses. Use the following examples or some of your own.
  - a) Which of the Four Basic Firearm Safety Rules do you think is the most important one and why?
  - b) Which of the Four Basic Firearm Safety Rules is violated on the range the most and why?
  - c) Which of the Four Basic Firearm Safety Rules is violated in the field the most and why?
  - d) Which of the Four Basic Firearm Safety Rules is violated in the home the most and why?
3. Reinforce that the safety rules apply at home, in the field as well as on the range during exercises such as unintentionally covering an officer, building searches and car stops

**D. CARE AND CLEANING**

1. Shotgun nomenclature
  - a) Review the terminology and nomenclature associated with the Remington 870 shotgun.
  - b) Use the handouts as your guide
2. Overview Care and cleaning in the classroom
  - a) Demonstration will be conducted on the range later

**II. SHOTGUN MARKSMANSHIP**

**A. GROUP DISCUSSION:** Shotgun Marksmanship (**PSP I d**) **(60 min)**

Purpose: The following elements of shotgun marksmanship are listed in a specific sequence designed to provide the student with a mental checklist and reminder of the key elements and their necessary sequence required to fire the shotgun reliably, accurately and quickly.

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**Procedures:** Conduct an open discussion, addressing the key points related to the proper sequence of marksmanship

1. Stance
2. Grip
3. Breath Control
4. Sight Alignment
5. Sight Picture
6. Trigger Control
7. Follow-through

B. Identify the key components to focus on when on the range

**III. USE OF FORCE POLICY REVIEW AND DE-ESCALATION (120 Min) (PSP I c, d, h)  
(117e, f )**

Review and discuss the Use of Force Policy - revised including Reverence for Human Life, Moral and Ethical Dilemma, Deadly Force, Tactical De-escalation and Command and Control: Group Discussion

Procedure: Conduct an open discussion, addressing legal updates and the Los Angeles Police Department Use of Force Policy, Tactical Consideration and De- Escalation

**A. California Penal Code Section 835(a)<sup>2</sup>**

1. Updated pursuant to Assembly Bill 392 that was signed into law on August 19, 2019 and effective as of January 1, 2020.
2. Any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use objectively reasonable force to:
  - a. Defend themselves,
  - b. Defend Others,
  - c. Effect an arrest,
  - d. Prevent escape/detention, or
  - e. Overcome Resistance
2. The authority to use physical force, conferred on peace officers by this section, is a serious responsibility that shall be exercised judiciously and with respect for human rights and dignity and for the sanctity of every human life.
3. A peace officer who makes or attempts to make an arrest need not retreat or desist from their efforts by reason of the resistance or threatened resistance of the person being arrested. A peace officer shall not be deemed an aggressor or lose the right to self-defense by the use of objectively reasonable force in compliance with subdivisions (b) and (c) to effect the arrest or to prevent escape or to overcome resistance. For the purposes of this subdivision, "retreat" does not mean tactical repositioning or other de-escalation tactics.
4. A peace officer is justified in using deadly force upon another person only when the officer reasonably believes, based on the totality of the circumstances, that such force is necessary for either of the following reasons:

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<sup>2</sup> California Penal Code Section 835a

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- a. To defend against an imminent threat of death or serious bodily injury to the officer or to another person.
  - b. To apprehend a fleeing person for any felony that threatened or resulted in death or serious bodily injury, if the officer reasonably believes that the person will cause death or serious bodily injury to another unless immediately apprehended. Where feasible, a peace officer shall, prior to the use of force, make reasonable efforts to identify themselves as a peace officer and to warn that deadly force may be used, unless the officer has objectively reasonable grounds to believe the person is aware of those facts.
5. "Deadly force" means any use of force that creates a substantial risk of causing death or serious bodily injury, including, but not limited to, the discharge of a firearm.
  6. "Totality of the circumstances" means all facts known to the peace officer at the time, including the conduct of the officer and the subject leading up to the use of deadly force.
  7. A threat of death or serious bodily injury is "imminent" when, based on the totality of the circumstances, a reasonable officer in the same situation would believe that a person has the present ability, opportunity, and apparent intent to immediately cause death or serious bodily injury to the peace officer or another person. An imminent harm is not merely a fear of future harm, no matter how great the fear and no matter how great the likelihood of the harm, but is one that, from appearances, must be instantly confronted and addressed.
  8. A peace officer shall not use deadly force against a person based on the danger that person poses to themselves, if an objectively reasonable officer would believe the person does not pose an imminent threat of death or serious bodily injury to the peace officer or to another person.

**B. Graham v. Connor 490 U.S. 386 (1989)**

1. Affirms the "objectively reasonable" standard and states that the "reasonableness" of a particular use of force must be judged from the perspective of a reasonable officer on the scene, and its calculus must embody an allowance for the fact that police officers are often forced to make split-second decisions about the amount of force necessary in a particular situation.
2. Reasonableness judged without the 20/20 vision of hindsight.
3. The test of reasonableness is not capable of precise definition or mechanical application

**C. Tennessee v. Garner, 471 U.S. 1 (1985)**

Under the Fourth Amendment of the U.S. Constitution, a police officer may use deadly force to prevent the escape of a fleeing suspect only if the officer has a good-faith belief

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that the suspect poses a significant threat of death or serious physical injury to the officer or others.

**D. LAPD Use of Force Policy - Revised<sup>3</sup>**

1. Updated to reflect new 835(a) PC regarding the use of force by a peace officer, to include deadly force.
2. Guiding principle when using force shall be reverence for human life
3. Factors used to determine reasonableness may include but are not limited to:
  - b. The feasibility of using de-escalation tactics;
  - c. The seriousness of the crime or suspected offense;
  - d. The level of threat or resistance presented by the subject;
  - e. Whether the subject was posing an immediate threat to officers or a danger to the community;
  - f. The potential for injury to citizens, officers or subjects;
  - g. The risk or apparent attempt by the subject to escape;
  - h. The conduct of the subject being confronted (as reasonably perceived by the officer at the time);
  - i. The amount of time and any changing circumstances during which the officer had to determine the type and amount of force that appeared to be reasonable;
  - j. The availability of other resources;
  - k. The training and experience of the officer;
  - l. The proximity or access of weapons to the subject;
  - m. Officer versus subject factors such as age, size, relative strength, skill level, injury/exhaustion and number of officers versus subjects; and,
  - n. The environmental factors and/or other exigent circumstances.
4. The Department will analyze an officer's use of deadly force by evaluating the totality of the circumstances of each case consistent with the California Penal Code Section 835(a), as well as the factors articulated in *Graham v. Connor*.
5. **Serious Bodily Injury:**

Pursuant to California Penal Code Section 243(f) (4), Serious bodily injury includes but is not limited to:

  - a. Loss of consciousness;
  - b. Concussion;
  - c. Bone fracture;
  - d. Protracted loss or impairment of function of any bodily member or organ;
  - e. A wound requiring extensive suturing; and,
  - f. Serious disfigurement.
6. **Shooting at or from a moving vehicle:**

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<sup>3</sup> Department Manual Section 1/556.10, Policy on the Use of Force,

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It is the policy of this Department that firearms shall not be discharged at a moving vehicle unless a person in the vehicle is immediately threatening the officer or another person with deadly force by means other than the vehicle. The moving vehicle itself shall not presumptively constitute a threat that justifies an officer's use of deadly force. An officer threatened by an oncoming vehicle shall move out of its path instead of discharging a firearm at it or any of its occupants. Firearms shall not be discharged from a moving vehicle, except in exigent circumstances and *consistent with this policy in regard to the use of Deadly Force.*

**Note:** It is understood that the policy in regard to discharging a firearm at or from a moving vehicle may not cover every situation that may arise. In all situations, Department members are expected to act with intelligence and exercise sound judgment, attending to the spirit of this policy. Any deviations from the provisions of this policy shall be examined rigorously on a case by case basis. The involved officer must be able to articulate clearly the reasons for the use of deadly force. Factors that may be considered include whether the officer's life or the lives of others were in immediate peril and there was no reasonable or apparent means of escape.

**7. Warning Shots:**

It is the policy of this Department that warning shots shall only be used in exceptional circumstances where it might reasonably be expected to avoid the need to use deadly force. Generally, warning shots shall be directed in a manner that minimizes the risk of injury to innocent persons, ricochet dangers and property damage.

**E. LAPD Drawing and Exhibiting Policy<sup>4</sup>**

1. Unnecessarily or prematurely drawing or exhibiting a firearm limits an officer's alternatives in controlling a situation, creates unnecessary anxiety on the part of citizens, and may result in an unwarranted or accidental discharge of the firearm. An officer's decision to draw or exhibit a firearm should be based on the tactical situation and the officer's reasonable belief there is a substantial risk that the situation may escalate to the point where deadly force may be justified.
2. When an officer has determined that the use of deadly force is not necessary, the officer shall, as soon as practicable, secure or holster the firearm.

**F. Tactical De-Escalation Techniques<sup>5</sup>**

1. Guided by the principal of reverence for human life.
2. The use of techniques to:
  - a. Reduce the intensity of an encounter with a suspect; and,
  - b. Enable an officer to have additional options to gain voluntary compliance;or,

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<sup>4</sup> Manual, Volume 1 Section 556.80, Drawing or Exhibiting Firearms

<sup>5</sup> Use of Force-Tactics Directive, Tactical De-Escalation Techniques

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- c. Mitigate the need to use a higher level of force.
  - d. All while maintaining control of the situation.
3. Tactical de-escalation **DOES NOT** require that an officer compromise their safety or increase the risk of physical harm to the public.
4. Tactical de-escalation techniques should only be used when it is safe and prudent to do so.
- **P**lanning
  - **A**ssessment
  - **T**ime
  - **R**edeployment and/or containment
  - **O**ther Resources
  - **L**ines of communication
5. Ask – What is the goal of any tactical situation?
- a. Preservation of life
    - 1) Officers' lives
    - 2) The community/people in our city
    - 3) The suspects' lives
  - b. Control the situation
  - c. Control the suspect
  - d. Self-control
    - 1) Prevent excessive use of force
    - 2) Practice tactical de-escalation techniques
6. Ask – When we demonstrate a reverence for human life, what effect does it have in our communities?
- a. Builds public trust
  - b. Opens the door to better relationships
  - c. Helps establish partnerships
  - d. Demonstrates Procedural Justice in our policing

**G. Command and Control<sup>6</sup>**

- 1. The use of active leadership to direct others while using available resources to coordinate a response, accomplish tasks and minimize risk.
- 2. Initial responsibility to begin the process to develop a plan of action falls upon the senior officer, or any officer on-scene who has gained sufficient situational awareness.
  - a. Ensure reasonable numbers of Designated Cover Officers (DCO) for both lethal and less-lethal cover.
  - b. Reduce over-response or over-deployment to specific duties and responsibilities.
  - c. Maintain officer safety through personnel location and assignment.
- 3. Tactical considerations
  - a) 4 C's of tactics
    - 1) Containment
    - 2) Control

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<sup>6</sup> Training Bulletin, Volume XLVII Issue 4, *COMMAND AND CONTROL*

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- 3) Communication
- 4) Coordinate
- b) Edged Weapons
  - 1) Distance + Cover = Time to make a decision
  - 2) Time allows for the possibility to utilize less lethal options
  - 3) Knives do have the capability to cause serious bodily injury or death
  - 4) Knives often constitute a deadly force situation
- c) Other reasons for non-compliance by the individuals (117c)
  - 1) Language barriers
  - 2) Disabilities
- d) Critical points (112)
  - 1) When communicating with individuals always be aware of cover, concealment and distance
  - 2) Distance from the threat equates to time to react to the threat
  - 3) The goal of the use of force is to gain control of the individual
  - 4) Consideration should be given to the possibility that the officers may encounter persons with mental illness or persons displaying symptoms of mental illness and who may be incapable of understanding commands and are non-responsive
  - 5) Failure to follow police directions during an episode is most likely not a deliberate act of defiance
  - 6) Emphasis should be placed on the need to attempt to de-escalate situations involving persons with mental illness when the opportunity presents itself. This, in no way, implies that officers should not utilize force to protect themselves or others when reasonable.

**H. Moral and Ethical Dilemmas**

Expected Responses:

- a) Shoot or no shoot situation
- b) Youthful offenders
  - 1) Age is not a legal consideration
  - 2) The Department has always utilized extreme caution with respect to the use of deadly force against youthful offenders
  - 3) Nothing in the use of force policy is intended to reduce the degree of care required in such cases.
- c) Consequences of not using lethal force
- d) Public perception
- e) Police/peer perception
- f) Family's perception
- g) "Suicide by Cop"
- h) Subject uses the officer as an instrument of the suicide
- i) Mental illness is not a criminal offense
- j) Consequences of using lethal force on someone who is hurting themselves
- k) What identifies an ethical dilemma



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- 1) Right vs. Right?
  - 2) Driven by Values and Principles
  - 3) Complexity of issues
  - 4) Realities and pressures
- I) More than one right option
- 1) Facing a difficult situation where two apparent right courses of action are possible and making a conscious decision to take the course of action, that points to the highest value.

**I) Deployment Considerations for Rifle/Tactical Shotgun**

- (1) Suspect is wearing or possibly wearing body armor
  - (2) Covering the approach of officers to a structure or location where the suspect has high ground, position of advantage, fortified position
  - (3) Suspect is armed with a weapon superior to what officers have immediately available
  - (4) An incident where the ranges involved are in excess of the 15-25 yard effective range of the typical patrol equipment
  - (5) MACTAC
- (b) Other Tactical Considerations / Appropriate Weapon system
- (1) Building searches with no extenuating circumstances where a shotgun or handgun would be a more practical option
  - (2) Felony Vehicle stops with no extenuating circumstances where a shotgun or handgun would be a more practical option
  - (3) Are there enough Rifles already deployed at the incident where there is a single threat or suspect
  - (4) An incident where the ranges involved are within the 15-25 yard effective range of the typical patrol equipment

**Procedures:** Small group activity

**(PSP I b)**

1. Break students into small groups
2. **DISTRIBUTE:** Case Study 1 (Juvenile) to half of the groups and Case Study 2 (Person with mental illness) to the other half (if the class is large enough to do so)

Case Study 1 – C-37 Vehicle

*“415 man in front of the convenience store in a vehicle. Suspect is playing his car stereo loud. The disturbance has been going on for an hour.”*

*Upon arrival, the officers observe the suspect sitting inside the vehicle along with a ten-year-old juvenile. The music is loud and disturbing the peace, the officer’s stop and exit their vehicle. As they are walking up on the vehicle, (20 ft. away) the officers run the license plate which comes back as a reported stolen vehicle. The suspect has not seen the officers yet.*

*Enhancement: Upon awareness of the presence of the officers, the suspect exits his vehicle and walks towards the trunk stating, “you will not take my kid from me again.” Suspect begins to open the trunk and states, “I have something here for you.”*

*Enhancement: Suspect retrieves a handgun from the trunk and points it in the direction of the officers.*

Case Study 2 - Person with a Mental Illness

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*While on uniformed patrol at 1300 hrs, you receive a radio call "See the woman, "Wife states her husband is in their home breaking objects inside the house. Wife states her husband is mentally ill and has failed to take his medicine for the past 3 days.*

*Upon arrival officers meet the P/R who states her husband is inside their house right now breaking the furniture and decorations. Officer's see that the P/R has a cut on her right arm. P/R states that her husband accidentally cut her with a knife as she attempted to stop him, before calling the police. You request back-up and a supervisor along with a Beanbag shotgun and TASER to your location. After the arrival of your requests you make a tactical plan and then make contact with the suspect inside his residence. You observe the suspect standing in the doorway between the living room and the kitchen. The suspect states to you "All of you get out of my house now, I cannot deal with this". At this time you see the suspect enter the kitchen and walk toward a cutlery block on the counter. The suspect who is approximately 15 to 18 feet from you, then reaches out and arms himself with a large butchers knife from the block. The suspect turns toward the officers and re-states "I told you I cannot deal with this". The suspect then takes the butcher's knife and begins to slash himself across his torso with the knife.*

3. Ask each group to discuss the following:
  - a. What tactical concerns should the officers have as they respond to the area?
  - b. What force options are available?
  - c. What LAPD policy requirements should be considered?
  - d. What De-Escalation techniques were used?
  
4. **DISTRIBUTE:** Department Manual Section 1/556.10, Policy on the Use of Force, Directive No. 16, Tactical De-Escalation Techniques, October 2016; Training Bulletin Volume XLVII Issue 4, Command and Control, July 2018; Office of Administrative Services Notice 1.3, Use of Less-lethal Force Clarification, January 2018.
  
5. Advise the groups to utilize the directives during the activity and to analyze the situation and prepare to report findings.
  - Articulate the actions/behavior of the individual in the situation
  - Articulate the actions/behavior of an officer in the situation
  
6. As the groups are discussing the question, draw three columns on the white board or flip chart and title as follows:
  - Policy Issues
  - Use of Force Options
  - Tactical Issues/De-Escalation<sup>7</sup>

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<sup>7</sup> Use of Force-Tactics Directive, Tactical De-Escalation Techniques

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7. Instructor should monitor the groups during the activity making notes of any concerns to incorporate in the debrief if not brought out by the groups
  
8. Debrief each case study and write the responses in the appropriate column  
The following information can be used to debrief both case studies. Ensure that the case study specific information is listed on the white board during the specific debrief. When writing the students' responses on the board, paraphrase the key points and list them under the appropriate column  
Ensure that the following points are covered in large group discussion:
  - a. Tactical considerations
    - 1) 4 C's of tactics
      - a) Containment
      - b) Control
      - c) Communication
      - d) Coordinate
    - 2) Edged Weapons
      - a) Distance + Cover = Time to decide
      - b) Time allows for the possibility to utilize less lethal options
      - c) Knives do have the capability to cause serious bodily injury or death
      - d) Knives often constitute a deadly force situation
    - 3) Other reasons for non-compliance by the individuals (**117c**)
      - a) Language barriers
      - b) Disabilities
    - 4) Critical points (**112**)
      - When communicating with individuals always be aware of cover, concealment and distance
      - Distance from the threat equates to time to react to the threat
      - The goal of the use of force is to gain control of the individual
      - Consideration should be given to the possibility that the officers may encounter persons with mental illness or persons displaying symptoms of mental illness and who may be incapable of understanding commands and are non-responsive
      - Failure to follow police directions during an episode is most likely not a deliberate act of defiance
      - Emphasis should be placed on the need to attempt to de-escalate situations involving persons with mental illness when the opportunity presents itself. This, in no way, implies that officers should not utilize force to protect themselves or others when reasonable.
  - b. Less-Lethal Force Clarification<sup>8</sup>

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<sup>8</sup> Office of Administrative Services Notice 1.3, Use of Less-Lethal Force Clarification

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- a) Less-Lethal force options (OC Spray, baton, TASER, Beanbag Shotgun, 40mm Less-Lethal Launcher (LLL) and Less-Lethal munitions) are only permissible when:
    - An officer reasonably believes the suspect or subject is violently resisting arrest; or,
    - Poses an immediate threat of violence or physical harm.
  - b) Less-Lethal force options shall not be used for a suspect or subject who is:
    - Passively resisting, or
    - Merely failing to comply with commands.
  - c) Verbal threats of violence or mere non-compliance do not alone justify the use of Less-Lethal force.
  - d) In addition, generally, an officer shall give a verbal warning prior to using such force when feasible.
- c. **Force Options (117e)**  
Use of force incidents are fluid and ever changing. Officers should use any of the options or combinations listed below to gain control of the situation

1) Oleoresin Capsicum (OC)<sup>9</sup>

- a) Consistent with the Department's Use of Force Policy, an officer may use OC Spray when an officer reasonably believes the suspect or subject:
  - (1) Is violently resisting arrest; or,
  - (2) Poses an immediate threat of violence or physical harm.
- b) The following do not alone justify the use of the OC SPRAY:
  - Verbal threats of violence
  - Mere non-compliance
- c) OC primarily affects the eyes, the respiratory system and the skin.
- d) The ideal range for OC is 3-12 feet
- e) Advantages
- f) Disadvantages

2) Electronic Control Device (TASER)<sup>10</sup>

- a) Consistent with the Department's Use of Force Policy, an officer may use the TASER when an officer reasonably believes the suspect or subject:
  - (1) Is violently resisting arrest; or,

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<sup>9</sup> Use of Force-Tactics Directive, Oleoresin Capsicum

<sup>10</sup> Use of Force-Tactics Directive, Electronic Control Device TASER

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(2) Poses an immediate threat of violence or physical harm.

- b) The following do not alone justify the use of the TASER:
  - (1) Verbal threats of violence
  - (2) Mere non-compliance
- c) Causes Neuro-muscular Incapacitation (NMI) which is an involuntary stimulation of both the sensory and motor nerves
- d) Effective from 0-21 or 25 feet depending on cartridge used; Optimal Range is 7-15 feet
- e) Advantages
- f) Disadvantages

3) Beanbag Shotgun<sup>11</sup>

- a) Consistent with the Department's Use of Force Policy, an officer may use the Beanbag Shotgun when an officer reasonably believes the suspect or subject:
  - (1) Is violently resisting arrest; or,
  - (2) Poses an immediate threat of violence or physical harm.
- b) The following do not alone justify the use of the Beanbag Shotgun:
  - (1) Verbal threats of violence
  - (2) Mere non-compliance
- c) Super-sock rounds are designed to be non-penetrating, and upon striking a target distribute energy over a broad surface area.
- d) Recommended deployment is from 5-45 feet.
- e) Advantages
- f) Disadvantages

4) 40mm Less-Lethal Launcher (LLL)<sup>12</sup>

- a) Consistent with the Department's Use of Force Policy, an officer may use the 40mm LLL when an officer reasonably believes the suspect or subject:
  - (1) Is violently resisting arrest; or,
  - (2) Poses an immediate threat of violence or physical harm.
- b) The following do not alone justify the use of the 40mm LLL:
  - (1) Verbal threats of violence
  - (2) Mere non-compliance
- c) Recommended deployment is from 5-110 feet.
- d) Advantages  
Disadvantages

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<sup>11</sup> Use of Force-Tactics Directive, Beanbag Shotgun

<sup>12</sup> Use of Force-Tactics Directive, 40mm Less-Lethal Launcher

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d. Moral/Ethical Dilemmas (117f)

(PSP I j)

Expected Responses:

- 1) Shoot or no shoot situation
- 2) Youthful offenders
- 3) Consequences of not using lethal force
- 4) Public perception
- 5) Police/peer perception
- 6) Family's perception
- 8) "Suicide by Cop"
- 9) Subject uses the officer as an instrument of the suicide
- 10) Mental illness is not a criminal offense
- 11) Consequences of using lethal force on someone who is hurting themselves
- 12) What identifies an ethical dilemma
  - Right vs. Right?
  - Driven by Values and Principles
  - Complexity of issues
    - Realities and pressures
  - More than one right option
    - Facing a difficult situation where two apparent right courses of action are possible and making a conscious decision to take the course of action that points to the highest value.
- 13) Duty to Intercede (*PC 13519.10(b)(2)*, *PC 7286(b)(8)*)
  - a) What is a "duty to intercede?"
    1. Bystander officer liability
    2. What is the stigma around this?
    3. How do we break the stigma?
    4. How does this reflect your personal and organizational core values?
  - b) What is your responsibility as a peace officer to intervene?
    1. To the public?
    2. To fellow officer(s)?
    3. To self?
    4. To organization?
  - c) What are the consequences and liabilities?
    1. Criminal
    2. Civil
    3. Administrative
    4. Moral/ethical
  - d) How do you recognize when to intercede?
  - e) Agency's policy on duty to intercede
    1. What is your responsibility to report to a supervisor?
    2. Has the policy changed in recent years?
    3. What is the policy on retaliation?

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14) Rendering First-Aid

- a) What is your responsibility to render first-aid?
- b) How does one deem when it is safe to render first-aid?
- c) Discuss agency policy regarding handcuffing techniques when rendering aid to subjects who are severely injured or possibly deceased
- d) Agency's policy on rendering first-aid

**IV. SLUG AMMUNITION POLICY AND PROCEDURES**

**(60 min)**

A. Department Procedures for the Patrol Rifle and Slug Ammunition<sup>13</sup>

- 1. Responsibility of Personnel Equipped with Patrol Rifle or Slug Ammunition
  - a. Only certified personnel are authorized to deploy based on Department policy
  - b. Respond to the request for Slug Ammunition as assigned
- 2. "Code Robert"<sup>14</sup> Shall be broadcasted when an employee needs a Patrol Rifle or Slug Ammunition
  - a. Requesting unit shall broadcast his/her unit designation, location and
    - 1) Code Robert- Rifle or
    - 2) Code Robert-Slug
  - b. The requesting unit shall determine the urgency of the situation and request either Code 2 or Code 3 response
  - c. A supervisor shall respond to all "Code Robert" requests and may respond Code 3 when necessary, upon notifying Communications Division
  - d. If no longer needed, the requesting officer shall cancel the Code Robert

B. Tactical considerations<sup>15</sup>

- 1. Patrol Rifle projectiles will penetrate and defeat soft body armor
- 2. Slug Ammunition will not penetrate soft body armor
- 3. Slug Ammunition is useful against suspects wearing soft body armor due to the blunt force trauma and the possibility of being able to shoot unprotected areas of the suspect
- 4. Blunt force trauma occurring to a suspect wearing soft armor impacted by Slug Ammunition may or may not cause incapacitation
- 5. Slug Ammunition will generally penetrate more intermediate barriers than pistol or Patrol Rifle projectiles
- 6. Patrol Rifle projectiles will generally penetrate fewer intermediate barriers than pistol projectiles
- 7. There is no arbitrary limit on the number of Patrol Rifle or Slug Ammunition equipped officers which may be deployed

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<sup>13</sup> Manual 4/245.50 Deployment of the Patrol Rifle and Slug Ammunition

<sup>14</sup> Manual 4/120.40 Radio Codes and Procedures

<sup>15</sup> Urban Police Rifle Manual-Tactical Considerations

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- a. Four or more may be required to cover all sides of a structure containing one armed suspect
  - b. Three or more may be appropriate to compose a rescue team for rapid deployment against an active shooter
- C. Review SWAT call out policy as stated in LAPD Manual section 4/212.76 and Training Bulletin Part One XXVI and Part Two XXVII
1. Armed, barricaded felony suspect who has refused to come out
  2. Detailed briefing via land line to Metropolitan Division
    - a. Review system for numbering building sides and openings
- D. Contact teams
1. Contact teams should be structured per the Department guidelines
    - a. Based on the specific incident
    - b. Immediate Action Rapid Deployment
    - c. MACTAC
  2. Contact Teams may have many missions
- E. An Active Shooter
1. An armed person who has used deadly physical force on other persons and aggressively continues to do so while having unrestricted access to additional victims<sup>16</sup>
  2. May be operating alone or may be a coordinated attack
- F. *SHOW VIDEO*: HEAT- 12 minutes
1. Discuss the following after viewing the video
  2. Is this an active shooter situation?
  3. Who is using their sight picture?
  4. Why is there a run in the Slug Ammunition qualification course?
  5. Officers getting “mobbed”?
  6. How many speed reloads in the video clip
- G. Overview the Immediate Action/Rapid Deployment Tactics
1. Use of cover fire
- H. Point out that using expedited and decisive leadership in implementing these tactics, officers will bring order to chaos, and increase the safety of all those involved<sup>17</sup>

**V. SLINGS**

**(60 Min)**

- A. Utilize LAPD 870 Shotgun Sling and Dedicated Light Lesson Plan Curriculum Code DBY

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<sup>16</sup> Training Bulletin Volume XXXV, Immediate Action Rapid Deployment Tactics, Part 1 Immediate Action

<sup>17</sup> Training Bulletin Volume XXXV, Immediate Action Rapid Deployment Tactics, Part 1 Immediate Action



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- B. A sling is to a shotgun what a holster is to a handgun, a means of carrying the firearm when not in use. A sling also frees the officer's hands for other tasks, reduces fatigue, allows for rapid transitions from one firearm to another and allows the shotgun to be carried in a low-profile manner, but remain ready for immediate deployment.
- C. When a shotgun that is secured in a locking rack with sling there should be no slack between the swivel on the stock and receiver. To remove from the rack, raise the looped part of the sling and with the same hand, grab the slide handle.
- D. The sling is authorized for Department personnel receiving this block of instruction. The sling must be adjustable for length. Bandoleer slings are prohibited.
- E. The Firearms and Tactics Section maintains a list of authorized slings available on the Department LAN.
- F. Tactical Two Point slings are highly encouraged
- G. **DEPARTMENT POLICY<sup>18</sup>**
  - 1. Only officers that have received sling training may deploy shotguns equipped with slings. Special duty assignments authorizing shotgun slings may be exempted from this training requirement upon approval of Training Division.
  - 2. Officers carrying a slung shotgun generally should not "tie up" or otherwise come into physical contact with suspects. When the shotgun is slung, movement can be restricted and weapon retention jeopardized. Officers should avoid situations in which suspects could grab and control an officer by grabbing the sling and using it as a handle or as a means of choking the officer.
- H. Demonstrate and practice slinging techniques
  - 1. Support Side, Muzzle Down Carry (2 Point Sling Or 3 Point Sling Used As 2 Point)
  - 2. Primary Side Muzzle Up Carry (2 Point Sling Or 3 Point Sling Used As 2 Point)
  - 3. Climbing Carries (2 Point Sling Or 3 Point Sling Used As 2 Point)
  - 4. Muzzle Up Climbing Carry
  - 5. Muzzle Down Climbing Carry
  - 6. Mounting From The Muzzle Down Climbing Carry
  - 7. Tactical two-point slings
- I. Demonstrate and Practice Transition Techniques

**VI. SHOTGUN MANIPULATION SKILLS**

**(120 min)**

- A. **PRACTICAL APPLICATION:** Shotgun Manipulation Skills

**(PSP I b, f)**

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<sup>18</sup> Recruit Firearms Manual

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Purpose: To provide students with the opportunity to apply the knowledge, skills and training they have received related to shotgun manipulation.

The drills should build in difficulty throughout the training block. These drills should provide the opportunity to coach the student through their mistakes and assist them in performing the appropriate manipulation skill when required during testing, as well as in the field. This should be a positive learning experience for all involved.

As the instructor, your goal is to determine if the students have developed the skills necessary to pass the Department Qualification Course and are ready to move on in the training.

**Procedures:** Individual activity

1. This activity is conducted on the range
2. Ensure that the instructor to student ratio is 1:5
3. Have the students bring the necessary equipment, including eye and ear protection, to the range
4. Assemble the students together near the center of the range
5. Point out the importance of being able to safely and effectively manipulate the shotgun
6. The instructor will demonstrate the following Remington 870 shotgun manipulation skills set to the student as set forth in the LAPD SITS Manual<sup>19</sup>
  - a. Weapon verification – unloaded condition
    - 1) Action open
    - 2) Safety on
    - 3) Visually check the chamber
    - 4) Visually check the magazine tube
  - b. Safety Check – BEEFSS
    - 1) Barrel
    - 2) Ejector
    - 3) Extractor
    - 4) Firing Pin
    - 5) Safety
    - 6) Shell Carrier
  - c. Chamber checks
    - 1) Daytime
    - 2) Low-light
  - d. Loading
  - e. Unloading
  - f. Downloading

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<sup>19</sup> LAPD Shotgun Instructor Training School Manual

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- g. Speed reload
- h. Chamber load
- i. Select slug roll-out
- j. Preload
- k. Positions
  - 1) Port arms
  - 2) Low ready
  - 3) High ready
  - 4) On-target

- 7. At the conclusion of the demonstration clarify any areas of concern
- 8. Reinforce the importance of safety, especially keeping the trigger finger off the trigger, during all shotgun manipulations
- 9. Each student will be assigned to a shooting lane with the necessary equipment
- 10. The primary instructor will then give commands to the students to conduct drills to practice the demonstrated skill set
- 11. Other instructors will assist the students with the shotgun manipulation skills
- 12. As the drills continue to build, monitor and provide assistance as needed
- 13. Utilizing the skill set that was presented during the demonstration, reinforce the correct shotgun manipulation skills throughout the drills.

B. The primary instructor will determine by observation of the students' performance how much time to spend on each manipulation skill before moving on to the next skill. The instructor should feel confident that the students are proficient with each manipulation skill before moving on to the next skill

**C. PRACTICAL APPLICATION:** Shooting Positions

Purpose: To review a variety of shooting positions and make decision on use

**Procedures:** individual exercise

- 1. Demonstrate the shooting positions
- 2. Have students practice the shooting positions
- 3. Off-hand
  - a. Standing with weapon supported only by the shooter
- 5. Speed kneeling
  - a. Kneel with the primary knee on the ground, 90 degrees to target
  - b. Support leg is bent off the ground, support foot flat on ground
  - c. Lean forward
- 6. Double kneeling
  - a. Both knees on the ground spread apart
  - b. Toes bent under the foot for added support
- 7. Braced kneeling

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- a. Support leg comes across body with foot facing the target, flat on the ground
- a. Primary leg bends and shooters kneels down, knee and leg 90 degrees to target
- b. Shooter braces support arm on support knee (using triceps, not elbow)
8. Reverse kneeling
  - a. Support leg steps back and kneel using the support leg
  - b. Primary leg is bent at 90 degree, foot flat on ground
  - c. Body leans slightly forward for the recoil
9. Prone
  - a. Military prone
  - b. Off-set prone
10. Close Contact

**VII. LIVE FIRE DRILLS**

**(180 MIN)**

- Throughout the live fire drills, the student will remain on and conduct the drills on their previously assigned shooting lane
  - A. Zero Slug Ammunition for 50 yard zero from 25 Yards
    1. Focusing on sight alignment
    2. Focusing on trigger control
  - B. Range Clean-up and Debrief
    1. Clean up the range by picking up all the brass and putting away all the targets
    2. Secure the eye and ear protection
    3. Shut down the range equipment – computer, targets, compressor, lights, etc

**Training Concludes Day 1**

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**DAY 2**

**VIII. SLUG AMMUNITION WRITTEN TEST**

**(60 Min)**

A. Review key topics that will be covered on the test

**B. TEST:** Slug Ammunition Written Test

**Procedures:** Individual Activity

1. Distribute the written tests to the students
2. When all the students have completed the tests, the instructor will then correct the tests or facilitate the correcting of the tests
3. A student must pass the written test with a score of at least 70%
4. The instructor will ensure that the tests are placed in the file documenting that particular class
5. The students will then be dismissed from the classroom and will assemble on the range to begin shotgun manipulation training. Advise the students to bring their eye and ear protection with them to the range

**IX. MANIPULATION SKILLS**

**(120 Min) (PSP I g)**

A. **DRILLS:** Shotgun Manipulation Skills

**Procedures:**

1. Range Safety Brief
2. Each student will be assigned to a shooting lane with the necessary equipment
3. The primary instructor will then give commands to the students to conduct drills to practice the demonstrated skill set
4. Other instructors will assist the students with the shotgun manipulation skills
5. As the drills continue to build, monitor and provide assistance as needed
6. Utilizing the skill set that was presented during the demonstration; reinforce the correct shotgun manipulation skills throughout the drills.
7. The primary instructor will determine by observation of the students' performance how much time to spend on each manipulation skill before moving on to the next skill. The instructor should feel confident that the students are proficient with each manipulation skill before moving on to the next skill

B. **TEST:** Administer the Remington 870 Shotgun Manipulation Test.

1. Test takes approximately 15-20 minutes per student
2. Count how many instructors you have to determine how long the complete manipulation testing time will take
3. Minimum passing score is 70%.
4. Review any identified deficiencies with the student immediately after the test.

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5. Explain that passing the test reduces liability to the officer, instructor and the Department

**X. SLUG AMMUNITION QUALIFICATION COURSE OF FIRE** **(120 min)**

A. **PRACTICAL APPLICATION:** Slug Ammunition Qualification Course

**Procedures:** Individual activity

1. The student will return to their assigned shooting lane
2. The student will dry-fire practice each of the four phases of fire that comprise the Slug Ammunition Qualification Course. This will give the student a sense for the timing of the qualification course
3. The students will then live-fire the qualification course one time for practice
4. After the practice round, the students will then fire the Slug Ammunition Qualification Course for score
5. The instructors will then score the targets and record the scores on the Slug Ammunition Qualification Course Score sheet
6. Students will be offered a 2<sup>nd</sup> attempt to complete the course if they do not qualify on the first attempt
7. The primary instructor will collect the score sheet(s) and put it with the POST roster and test sheets and then deliver the whole package to the FTS Course Coordinator
8. The primary instructor shall also ensure that the qualification information is inputted into the Department's SQUAB system to document the students' qualification

**XI. TACTICAL DRILLS** **(120 min)**

A. **PRACTICAL APPLICATION:** Slug Ammunition Live-Fire Tactical Drills **(PSP I a, e, f, i)**

**Procedures:** Individual Activity

1. Demonstrate the skills necessary to conduct the drills successfully
  - a. Shooting on the move
  - b. Turning Drills
  - c. Rollover prone shooting
  - d. Reverse kneeling
  - e. Competitive drills
  - f. Target recognition and analysis
  - g. Judgement and decision making
2. Have the students practice the drills
3. Assisting instructors should observe and give immediate feedback regarding their decision making and performance to the students before they rotate to the next set of targets

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4. The lead instructor will make the determination when to conclude the drill or when all of the students have run out of ammunition and can no longer continue
5. Upon completion of the drill, point out to the students that it is as important for them to make the proper decision when and what to shoot as it is for them to know how to shoot and properly and safely manipulate their shotguns
6. Advise the students that after their break, the class will practice and then shoot the Night Slug Ammunition Qualification course of fire

**XII. NIGHT SLUG AMMUNITION QUALIFICATION COURSE OF FIRE**

**(120 min)**

**A. PRACTICAL APPLICATION:** Night Shotgun Slug Qualification Course

**Procedures:** Individual activity

1. This drill and test is conducted during night conditions
2. The student will return to their assigned shooting lane
3. The student will dry-fire practice each of the three phases of fire that comprise the Night Slug Ammunition Qualification Course
  - This will give the student a sense for the timing of the qualification course
4. The students will then live-fire the qualification course one time for practice
5. After the practice round, the students will then fire the Night Slug Ammunition Qualification Course for score
6. The instructors will then score the targets and record the scores on the Shotgun Slug Qualification Course Score sheet
7. The primary instructor will collect the score sheet(s) and put it with the POST roster and test sheets and then deliver the whole package to the FTS Course Coordinator
8. The primary instructor shall also ensure that the qualification information is inputted into the Department's SQUAB system to document the students' qualification

**B. Range Clean-up and Administrative Functions**

1. Clean up the range by picking up all the brass and putting away all the targets
2. Secure the eye and ear protection
3. Shut down or secure the range equipment –targets, lights, etc.
4. Complete the POST Critiques – must have one from each student

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**C. CLOSING**

Reinforce key learning points:

1. The importance of safety when handling the shotgun (**Personnel who are not Department certified are prohibited from handling the tactical shotgun and patrol rifle**)
2. The student shall qualify with slug ammunition on each Slug Ammunition qualification/recertification cycle to maintain their certification to carry and deploy slug ammunition
3. Continue the training that was received during the course by handling and/or practicing with the shotgun as often as possible to ensure the student maintains their level of proficiency
4. Reinforce the understanding of how our Department's guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force, and Officer safety
5. Ensure that the students understand how the application of this training is in keeping with our Department's UOF police, philosophy, and tactical planning